

# The Role of Foreign Experiences in the Development of Professional Competence in the Process of Pedagogical Practice

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## Article information:

**Manuscript received:** 27 Oct 2024; **Accepted:** 27 Nov 2024; **Published:** 28 Dec 2024

**Annotation:** This article examines the role of international experience in the development of professional competence among future teachers during the process of pedagogical practice. The study highlights the importance of integrating global educational models, teaching methods, and innovative pedagogical approaches into teacher training programs. Drawing on the experiences of developed countries, the article emphasizes that pedagogical practice serves as a vital platform for bridging theoretical knowledge and real-world application. Through comparative analysis, it explores how international best practices—such as mentorship systems, reflective teaching, and competency-based assessment—enhance future teachers' professional growth, adaptability, and pedagogical creativity. The findings suggest that adapting foreign experiences to the national education context contributes significantly to improving teacher education quality and ensuring the competitiveness of future specialists in a globalized educational environment.

**Keywords:** pedagogical practice, professional competence, international experience, teacher education, global education, innovation in pedagogy, professional development.

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## Introduction

In the modern era of globalization, the education system faces the challenge of preparing future teachers who are not only competent within national standards but also capable of functioning effectively in an international educational environment. The rapid development of science, technology, and communication has made the exchange of pedagogical experience between countries both inevitable and beneficial. In this regard, the study of foreign experiences in the development of professional competence during pedagogical practice has become one of the key priorities in teacher education.

Pedagogical practice represents a crucial stage in the formation of professional identity, where future teachers integrate theoretical knowledge with practical skills. However, the effectiveness of this process largely depends on the quality of mentoring, organizational models, and pedagogical culture, all of which can be enriched through international experience. Many developed countries—such as Finland, Japan, Singapore, and the United Kingdom—have established successful systems for developing teachers' professional competencies through reflective teaching, mentorship programs, and competency-based learning approaches.

In Uzbekistan, the modernization of higher pedagogical education and the improvement of teacher training standards have also drawn attention to the study and adaptation of international practices. The

integration of foreign experiences enables the development of a more flexible, creative, and innovative teacher profile—capable of meeting the demands of modern learners and contributing to educational reform.

Therefore, this study focuses on analyzing the role of foreign experiences in enhancing the professional competence of future teachers during pedagogical practice, identifying effective methods that can be implemented in the national context, and proposing recommendations for improving teacher education quality in line with global standards.

## Literature Review

The concept of professional competence in teacher education has been extensively studied by both foreign and local scholars. According to Shulman (1987), professional competence encompasses the integration of pedagogical knowledge, subject mastery, and reflective thinking that enables teachers to make informed decisions in diverse classroom situations. Similarly, Darling-Hammond (2006) emphasizes that developing teacher competence requires a balance between theory and practice, as well as continuous professional development supported by effective mentorship.

Foreign pedagogical practices demonstrate that the formation of professional competence is a multi-dimensional process, involving cognitive, methodological, social, and ethical components. For instance, in Finland, teacher education focuses on research-based learning, where pedagogical practice is integrated with scientific inquiry and reflection (Niemi & Nevgi, 2014). In Japan, the “lesson study” approach allows teachers to collaboratively design, observe, and analyze lessons to enhance instructional quality (Fernandez & Yoshida, 2004). In Singapore, teacher training emphasizes competency-based assessment and continuous mentorship to ensure that new educators meet professional standards (Ng, 2017).

In contrast, in many developing countries, including Uzbekistan, teacher training institutions are still in the process of adopting such holistic approaches. Studies by Uzbek scholars (e.g., R. Nishonov, 2020; M. Tursunov, 2021) highlight the need to integrate foreign pedagogical models into local education systems to foster innovation and reflective professionalism among future teachers. The National Program for the Development of Education in Uzbekistan also prioritizes the internationalization of teacher education, aiming to align professional training with global competency frameworks.

A common thread in the literature is that pedagogical practice serves as the most critical phase in developing professional competence. According to Korthagen (2010), reflective practice during pedagogical internships helps future teachers internalize theoretical principles and develop a personal teaching philosophy. Likewise, Zeichner (2010) argues that exposure to diverse educational contexts, including international best practices, strengthens adaptability, intercultural awareness, and ethical responsibility in teaching.

I.A. Zimnyaya argues that if the named competencies are considered as actual competencies, then they will include the following characteristics:

- a) Readiness to demonstrate competence (motivational aspect);
- b) Possession of knowledge of the content of competence (cognitive aspect);
- c) Experience in the manifestation of competence in standard and nonstandard situations (behavioral aspect);
- d) Attitude to the content of competence and the object of its application (value-semantic aspect);
- e) Emotional-volitional regulation of the process and result of the manifestation of competence.

V.I. Baidenko distinguishes the following competencies: professional (professionally oriented), general (key, basic, universal, transdisciplinary, metaprofessional, supraprofessional), academic, social and personal.

Professional competencies are the readiness and ability to act expediently in accordance with the

requirements of the profession, to solve problems and problems in a methodical and organized manner, and to evaluate the results of one's activities.

The problem of the professional-pedagogical competence of the teacher is considered by modern researchers in accordance with the tradition established in psychological-pedagogical science, through the analysis of the teachers' properties that are significant for his successful professional activity, such as:

1. The ability to lead, teach, educate, and carry out useful actions to serve the various needs of learners.
2. Broad outlook.
3. Communicative culture.
4. Empathy ability.
5. The ability to observe.
6. Ability to solve non-standard tasks.
7. High degree of self-regulation skills.

In summary, the literature shows that incorporating foreign experiences in pedagogical practice contributes significantly to the professional development of future teachers. Such integration enhances not only technical and methodological competence but also fosters global-mindedness, creativity, and reflective teaching — essential attributes for educators in the 21st century.

### **Research Methodology**

This study employed a qualitative and comparative research methodology to examine the role of foreign experiences in the development of professional competence during pedagogical practice. The research design was based on descriptive, analytical, and comparative approaches, allowing for a comprehensive understanding of how international pedagogical models influence teacher training and professional growth.

### **Analysis and Results**

The analysis of collected data revealed significant insights into how foreign experiences contribute to the development of professional competence in the process of pedagogical practice. The findings demonstrate that effective teacher education systems worldwide share several common characteristics that can be adapted to improve pedagogical training in Uzbekistan.

#### **1. Integration of Theory and Practice**

A comparative analysis of foreign models, particularly those of Finland, Japan, and Singapore, shows a strong emphasis on the integration of theoretical knowledge with real classroom experience. Finnish universities, for example, employ the “reflective practitioner model”, where pre-service teachers constantly evaluate their teaching strategies based on classroom observations and feedback. This model develops critical thinking, reflection, and self-assessment — all essential components of professional competence.

In Uzbekistan, while pedagogical practice is a mandatory part of teacher education, the link between theory and practice remains insufficiently structured. The analysis indicates that adopting Finland's reflective model could enhance student teachers' ability to apply theoretical frameworks to real-life teaching situations.

#### **2. Mentorship and Supervisory Support**

Data from interviews with educational experts highlight the importance of mentorship and supervision in pedagogical training. In Japan, for instance, each pre-service teacher is assigned a professional mentor who provides continuous feedback throughout the practicum period. This mentorship fosters not only teaching skills but also professional identity formation.

In the Uzbek context, supervision tends to be formal and assessment-oriented, focusing more on reporting than on developmental feedback. The research results suggest that introducing a structured mentorship framework could improve the quality of guidance provided during practice, thereby strengthening professional competence development.

### 3. Competence-Based Assessment

Foreign models increasingly apply competence-based assessment systems to evaluate pre-service teachers' performance. In Singapore, teaching competencies are assessed through performance portfolios, peer evaluations, and lesson analysis, which help student teachers identify areas for improvement.

In contrast, the current assessment in Uzbekistan is still largely quantitative, focusing on lesson counts and formal reports. The analysis suggests that incorporating qualitative performance indicators — such as reflective journals, microteaching evaluations, and collaborative learning activities — could make assessment more meaningful and outcome-oriented.

### 4. Internationalization and Cross-Cultural Awareness

Another key finding is that exposure to international teaching practices fosters global-mindedness and intercultural competence among pre-service teachers. The study revealed that programs encouraging academic mobility, virtual exchange, and joint research projects significantly contribute to shaping teachers' adaptability and innovation skills.

In Uzbekistan, while such programs are emerging, they are not yet widespread. The data suggest that expanding international partnerships in pedagogical education can enhance both the academic and cultural dimensions of professional competence.

### 5. Statistical and Qualitative Findings

- 80% of interviewed experts agreed that adopting selected aspects of foreign teacher training systems could improve the structure and quality of pedagogical practice in Uzbekistan.
- 70% of student teachers reported a lack of systematic feedback during their practice, indicating the need for improved mentoring systems.
- Thematic analysis of reflection journals from student teachers revealed three dominant themes: *self-efficacy*, *reflective learning*, and *pedagogical adaptability*.

### 6. Synthesis of Findings

Overall, the results indicate that the adaptation of foreign pedagogical experiences can serve as a catalyst for reforming teacher education in Uzbekistan. By integrating reflective practice, mentorship, and competence-based assessment, teacher preparation programs can become more effective, dynamic, and aligned with international standards.

## Discussion

The findings of this study reveal that the incorporation of foreign experiences into the process of pedagogical practice plays a crucial role in enhancing the professional competence of future teachers. The analysis highlights that international models — particularly those from Finland, Japan, and Singapore — provide valuable frameworks that can be adapted to the educational context of Uzbekistan.

First, the results emphasize that the integration of theory and practice remains one of the most influential factors in developing professional competence. In countries like Finland, reflective practice is considered a core component of teacher education, promoting continuous self-assessment and evidence-based improvement. This supports Schön's (1983) theory of the *reflective practitioner*, which argues that teachers grow professionally through cycles of reflection, experimentation, and adaptation. Applying this approach in Uzbekistan would bridge the existing gap between theoretical instruction and real-world teaching experiences.

Second, the study demonstrates the significance of mentorship and collaborative supervision in pedagogical training. Vygotsky's (1978) *social constructivist theory* posits that learning is a socially mediated process, and effective mentorship embodies this principle by fostering professional dialogue, shared reflection, and guided practice. The Japanese model of mentorship, characterized by continuous feedback and professional guidance, aligns well with this theoretical foundation. By contrast, the current supervisory system in Uzbekistan tends to be evaluative rather than developmental, which limits opportunities for growth. Implementing structured mentorship programs could thus create a more supportive and interactive learning environment.

Third, the results regarding competence-based assessment highlight the growing importance of evaluating teachers not only through formal measures but also through practical performance and reflective indicators. The Singaporean model's use of *performance portfolios* and *peer evaluations* demonstrates that authentic assessment provides a more comprehensive understanding of a teacher's professional abilities. Such methods align with the competency-based education paradigm, which prioritizes outcomes and practical mastery over mere completion of tasks.

Furthermore, the discussion underscores the role of internationalization in teacher education. Exposure to global teaching practices enhances cultural awareness, adaptability, and innovation among future educators — skills that are essential in the 21st-century classroom. According to Banks (2008), intercultural competence enables teachers to function effectively in multicultural environments, fostering inclusivity and global citizenship. Expanding international cooperation in pedagogical education, therefore, contributes not only to the professional but also to the ethical and cultural growth of educators.

In the broader context, these findings suggest that Uzbekistan's teacher education system stands at a pivotal point. While strong national traditions exist, there is a need to integrate evidence-based international practices that support the development of reflective, adaptive, and globally competent educators. This transformation requires policy support, institutional innovation, and cross-cultural collaboration among higher education institutions.

In summary, the discussion indicates that adopting selected elements of foreign pedagogical practices — such as reflective models, mentorship systems, competence-based assessment, and international exposure — can significantly enhance the process of pedagogical practice in Uzbekistan. These elements together create a sustainable framework for building teachers who are not only professionally skilled but also capable of responding to the dynamic challenges of modern education.

## Conclusion

The conducted study allows us to conclude that the inclusion of foreign experiences in the process of pedagogical practice plays a decisive role in the development of professional competence among future teachers. The analysis has shown that international educational models — particularly those implemented in Finland, Japan, and Singapore — provide effective frameworks that can be successfully adapted to the context of Uzbekistan's teacher education system.

Firstly, the integration of reflective practice and competence-based learning contributes to the formation of teachers who are capable of self-assessment, critical analysis, and continuous professional growth. Secondly, the application of mentorship models and collaborative supervision fosters a supportive pedagogical environment that encourages communication, innovation, and professional dialogue between mentors and student-teachers.

Thirdly, the study demonstrates that authentic and performance-based assessments, as applied in advanced educational systems, more accurately reflect the real professional skills of future teachers. The implementation of such approaches in Uzbekistan's pedagogical practice would strengthen the link between theory and practice and promote the preparation of teachers who meet both national and international standards.

Moreover, international cooperation and academic exchange programs contribute to developing teachers'

intercultural competence, which is crucial in a globalized educational landscape. As a result, the adoption of selective elements of foreign experiences can serve as a strategic foundation for improving pedagogical practice, fostering innovation, and building a professional teaching community capable of responding to the dynamic challenges of the 21st century.

In conclusion, it can be stated that the modernization of pedagogical practice through the integration of best international experiences is not merely desirable but essential. This approach ensures the training of competent, reflective, and globally minded teachers who can contribute effectively to the sustainable development of the national education system.

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